KS1 Overview 2021-22

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| Year 1 Term 1 - My School - mapping | | |
|  | Learning | DKnowledge |
| What is a map? | Recall places they have visited, for example, parks, libraries and museums.  Recall how they got to the above. For example, walked across the road, past the Church etc. | A map is a two-dimensional (flat) drawing of an area. Maps can show the countryside, a town, a country or even the whole world. They are used to help plan routes from one place to another, or to find certain features such as castles or hills.  Misconceptions: a map will include every detail of an area or place. All maps look the same and hold the same information. |
|  | What is a map?  Places on a map. When travelling to the park (or another place), remind yourselves what you passed, for example, any hills or fields? Did we cross any roads? Did we pass houses?  Was it cold or warm? What did we wear? What time of year was it? | Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. We believe that God made these.  Human features like houses, roads and bridges are things that have been built by people.  Misconceptions:  Humans made rivers and mountains.  It is always warm in spring and summer in the UK!  Older human features have always been there. |
|  | Name a physical and human features? | Compass directions are vital for finding your way around a map. There are many ways to remember where each direction goes. You probably learnt a rhyme or a phrase to help you remember - if not, here's one now. Starting at the top and moving clockwise the directions on a compass or map are:  North - Naughty  East - Elephants  South - Squirt  West – Water  Pupils are able to use a map of their school to direct others to a place.  You can work out where you are on a map by looking at things around you and finding where they are on the map.  Pupils then practise the above to see if the directions work (in groups with a member of staff)  Misconceptions:  North is always found by pointing our arm out straight (north is north and we need a compass to tell us where the north is). The map will include both physical and human features. |
|  | Compass directions | A key is used on a map because maps are too small to fit lots of words on, so symbols and keys are used instead. Examples include: …  Study aerial photographs of the school and label it using a key with features e.g. school, church, park, shops  Misconceptions: a key must include every detail on a map |
|  | Fieldwork | Use the school grounds to identify human and physical features. Use compasses to help find a place.  Identify what could be included in a key of the area.  Write a simple account of the fieldwork including the spaced learning points. |
|  | Fieldwork – recall what we learned including physical and human features observed.  Compass directions. | An aerial photograph is the taking of a photograph from the air of an object below.  Things look different from above (an aerial view) items within the classroom. Shapes represent aerial views of objects within the classroom. |
|  | Maps of the local area – identify places from a key  Identify 2 human and 2 physical features | Plan/map perspectives of the classroom. Things look different from above (an aerial view) items within the classroom.  Shapes represent aerial views of objects within the classroom. |
|  | Where are the UK on a map?  Say the rhyme to help you remember the compass points | Plan/map perspectives of the local area recognising shapes represent aerial views of known features using a key.  Physical and human features are represented by a symbol on a map.  The key on a map is **to tell you the meaning of the symbols on a map**. It interprets each symbol so that you can read and understand the map. |
|  | Explain why we use a map. | Identify human and physical features from around the school/ grounds and know how to represent them as an aerial view.  Shapes represent aerial views of objects within the school grounds. |
|  | Explain why we use a key. | Create a simple, accurate map of part of the school/grounds with a key that has appropriate symbols |
|  | Explain why compass points are used. | Using the simple maps of the school/grounds with a key, walk/navigate a partner around the grounds, talking about the directions.  Begin to use evaluation skills to comment on the accuracy of the map. |

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| Year 1 Term 2 - Our local area | | |
|  | Learning | Knowledge |
|  |  | My school is in XXXX. XXXX is a town/village.  Know the difference between rural and urban  rural is: relating to the country  urban is: relating to an area that many people live and work close together, building are close together  A town is a built up area with a name and defined boundaries with houses, shops and offices where people live and work,it is smaller than a **city** and larger than a **village.**  A village is a small human settlement situated in a rural location.  Know a settlement is a place where people live, are all different sizes and can change over time  Know what settlement type they live in: Capital, city, town, village, hamlet  ***Misconception: all cities/towns/villages have the same features*** |
|  | What is a settlement?  True or false settlements can be big or small | **Field work in the local area - arrange a school walk around the local area.**  Human features like seas, mountains and rivers are natural. They would be here even if there were no people around. We believe that God made these.  Human features like houses, roads and bridges are things that have been built by people.  Review human and physical features within school and identify human and physical features within the village/town.  Town, village, factory, farm, shop, house, office are all human features in our local area.  River, hill, soil, vegetation, weather conditions are all physical features in our local area. |
|  | What is the definition of a town?  What is the definition of a village? | Study physical features in the locality. Record findings from fieldwork activity using geographical terms to note the characteristics of the local area.  plot physical features on a map using own symbols. |
|  | How would you explain a physical feature? | Study human features in the locality. Record findings from fieldwork activity using geographical terms to note the characteristics of the local area.  Create a houses and homes/transport tally chart based on information gathered in lesson 2 |
|  | Name 2 human features in your local area..  Name 2 physical features in your local area. | Identify physical and human features **NOT** present in our local area: beach, cliff, coast, forest, mountain, sea, ocean, valley (and communicate findings in different ways) |
|  | What does rural mean?  What does urban mean? | Looking alphanumeric coordinated (A1) to get grid references.  Learn how to use a grid to place objects in the correct coordinate.  Apply this outside with concrete apparatus. |
|  | Name 2 human features NOT in your local area.  Name 2 physical features NOT in your local area. | Explore a range of maps for local area.  Ordnance survey is the national mapping agency for Britain. Focus on an ordnance survey map of the local area  Recognise the symbols used on an ordnance survey map of the local area. |
|  | What is a map? | Review their own map of the local area from week 3 and week 4. Compare to the ordnance survey map and revise to recognise the need for standarised symbols.  Begin to look at the accuracy of each individual map - similarities and differences and discuss the need for accuracy when using and drawing maps. |
|  | Explain what an aerial view is. | Revisit the plan view of the classroom/area from term 1 using grid references/coordinates for accuracy.  Using a key with agreed symbols. |
|  | Identify ordnance survey symbols for: road, footpath, church, railway station & school | Assessment of key geographical terms within the unit |

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| Y1 Term 3 - Water , Weather and Climate | | |
|  | Learning | Knowledge |
|  | Locate the UK on a map/globe***/atlas of different scales***.  ***The countries closest to the Equator have warm weather all year round because the sun remains almost directly overhead every day.*** | There are 12 months in a year and 4 seasons in the UK. A month is about 30 days. A season is a time of the year with a particular type of weather. The months of the year are called January, February, March, April, May, June, July, August, September, October, November, December. The seasons are called Spring, Summer, Autumn and Winter. Know which month matches which season.  ***Different countries have different seasons due to their position in the world.***  Misconception:  Liturgical year could be mistaken for the liturgical season.  Months could be confused with seasons. |
|  | Name the 4 seasons. Name the month  ***and season*** they were born.  ***Holiday places in the UK.***  ***Key physical features including: beach, coast, forest, mountain, sea, river, season: weather.***  ***key human features, including: city, town, village, factory, farm, house and shop.*** | Weather is a description of what the conditions are like outside in a particular place such as hot/cold/wet/dry/windy/cloud. Each season has different weather types. Spring brings warmer weather. Flowers start to grow and baby lambs are born. In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms.  Misconceptions:  If it is warm it must be summer. |
|  | Match the months to spring and summer.  ***Key physical features including: beach, coast, forest, mountain, sea, river, season: weather.***  ***key human features, including: city, town, village, factory, farm, house and shop.*** | Each season has different weather types. The weather starts to get colder in autumn. Leaves change colour and fall off the trees.Winter is wet, cold and windy. It sometimes snows and it gets dark early in winter.  Misconception:  If it snows/or is cold it must be winter. |
|  | Name all the months of the year | Weather affects choices of clothing and activities. Farmers need sun and rain for their crops to grow.  Fieldwork - find seasonal clues as to what season we are in. (back in the classroom - sort clues for other seasons, based on weather, animals and plants) |
|  | List 3 things you would wear in summer and 3 things in winter | Instruments are used to measure weather. A rain gauge measures the rainfall and a weather vane and anemometer measure wind direction/speed.  Observe and record - create a rain gauge/weather vane/anemometer in order to keep a record of the rainfall or direction of the wind. |
|  | How does rain and sun help the farmers? | Different types of weather are represented by different symbols. Rain, Lightning, sunshine, cloud and rain, snow, wind. |
|  | What does settlement mean?  What does rural and urban mean? | Location affects the type of weather you can experience. The equator is an imaginary line that goes around the middle of the earth, it divides the earth into 2 equal parts. The north and south poles are the furthest away from the equator.  Misconceptions  Countries nearest the equator never have any rain. |
|  | Where are really cold places found? | Rainforests are hot and wet places. Rainforests are a kind of forest habitat that are found in warm places. It is called a rainforest because it gets alot of rain over the year, helping the plants grow. Half of the world's animals and plants live in the rainforests.  Misconceptions:  It is cold when it rains in the rainforest |
|  | Can you remember whether Antarctica is a desert, savanna or rainforest?  Give a description of the equator. | The continent of Antarctica surrounds the south pole. The north pole is surrounded by the Arctic. These two places are the coldest places on earth. ¾ of the world's freshwater is found in Antarctica |
|  | WHy do we use maps?  Why do maps need keys? | Deserts have dry weather, not much rainfall so not many plants are able to grow. Animals find smart ways to survive in the desert.  Misconceptions:  Deserts are only hot. |
|  | Name 3 physical features NOT in your local area | Savanna is a tropical grassland covered in tall grasses and scattered with trees. Northern Australia has a savanna. |
|  |  | Assessment |

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| Year 2 Term 1 - Continents and Oceans | | |
| Term 2 | Learning | Knowledge |
| What is an ocean? | What is a map?  Explain why compass points are used | Continents are very large continuous areas of land. There are seven continents on Earth:  Africa, Antarctica, Asia, Europe, North America, Oceania, South America  Each of these continents is made up of different countries (with the exception of Antarctica)  Misconception:  A continent is a country. All continents are the same(size/population/culture) . ***Location of the continents on various maps of various sizes.***  ***Location of the continents on a globe.*** |
|  | What is a continent? | An ocean is a huge area of salty water. There are 5 oceans. Arctic • Atlantic • Indian • Pacific • Southern. The Pacific Ocean is the largest in the world and the Arctic Ocean is the smallest.  Misconceptions:  The sea is an ocean.  (be prepared to address misconceptions with the word SEA)  ***All oceans have the same physical features such as size and temperature*** |
|  | Name the 5 oceans | Oceans are huge areas of salty water, they cover almost three-quarters of the Earth's surface.***Same as above? Could they order the Oceans in terms of size?*** All of the oceans are connected, but some are very cold, while others are much warmer. ***Know that the Indian Ocean is the warmest ocean. It is bounded by Iran, Pakistan, India, to the north; and Australia to the east; Antarctica to the south; and Africa to the west.***  Misconception: ***all oceans have the same physical features such as size and temperature*** |
|  | What is the definition of an ocean? Locate them on a map.  Indian Ocean | The Southern Ocean surrounds Antarctica. It is home to the world's largest mammal, the blue whale.  The Indian Ocean is the warmest ocean. There, you will find dolphins, beautiful fish, coral reefs and tropical islands |
|  | What is a continent?  Name the largest and smallest ocean. | Oceania is the smallest continent. It could fit inside Asia about five times! It takes six hours to fly across Australia, from Sydney in the east to Perth in the west. The Pacific ocean surrounds Oceania.  Misconception:  Oceania is sometimes called Australia. Australasia is a continent. |
|  | What is a globe?  Which continent is farthest south? | Europe is made up of 46 countries, including France, Spain and the United Kingdom. Nineteen different countries in Europe use the same kind of money, called euros.  Misconception:  UK is not part of Europe (not attached/Brexit). UK is not the same as the United Kingdom |
|  | What currency is used in Europe by 19 countries? | Asia is the largest continent, in area size and number of people living there (population) it is made up of 48 countries including China and India. They are the only two countries in the world that are home to more than one billion people. Asia is the largest area of land. It has the largest number of people living there.  Misconception:  Continent is a country; ***location of China and India on maps of different sizes and scales*** |
|  | What continent is the UK part of?  Locate the UK on a map in an atlas and on. | Africa is the continent with the largest number of countries. It has 54 in total. Kenya, Ivory Coast, Zambia and Egypt are all in Africa. Ivory Coast grows more cocoa than any other country in the world.  Equator is an imaginary line that goes around the middle of the Earth. It divides the Earth into 2 equal parts.  Misconceptions:  Africa is one country. All of Africa is poor. ***Location of Africa on different maps with different scales*** |
|  | What is the equator? ***What is the weather typically like for countries close to the Equator?*** | The continent of North America contains USA, Canada and Mexico. There are 23 countries, many of which are Islands.  The continent of South America contains 12 countries including Chile, Brazil and Peru.  South America has many different types of weather. It contains deserts in Chile with little rainfall and tropical rainforests in Brazil.  Misconception:  Weather is hot in all of South America  North America is just one country  ***Location of North and South America on different maps with different scales*** |
|  | How many countries in Africa? | The continent of Antarctica is nearly all covered in ice (98%). Antarctica has no countries, they are territories. Not many animals can survive the freezing temperatures. It is a desert because it doesn’t have much rainfall.  Misconception :***Antarctica is a frozen ocean (like the Arctic)***  Polar bears live in Antarctica. |
|  | What is different about the continent of Antarctica? | State key knowledge about the oceans and continents. |
| Week 12 |  | Assessment |

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| Year 2 Term 2 - The UK | | |
|  | Learning | Knowledge |
|  | What is a physical feature?  What is a human feature? | The United Kingdom is part of the continent of Europe. People call it the UK for short. It is made up of four countries: England, Scotland, Wales & Northern Ireland.  Misconception:  United Kingdom is not part of Europe, as it is not attached to it |
|  | LOcate United Kingdom on a map - in an atlas and on a globe.  Name the 5 Oceans | Each country has its own capital city and flag. The United Kingdom also has its own flag called the Union Jack. A capital city is a city where a country's government is such as London and Edinburgh. Each city has a famous landmark - human feature  ***Oak National Academy has some good resources that would help develop this***  England - London:  Wales- Cardiff:  Scotland - Edinburgh:  Northern Ireland- Belfast:  Misconception:  Ireland and Northern Ireland are the same country. Ireland is part of the United Kingdom |
|  | Which country is joined to Northern Ireland but is not in the UK? | Human features of the four capitals for example:  A city is where a large settlement of people live. London has the largest population of the four capitals. The River Thames flows through London. London is the largest capital city in the UK. The Primeminister is the person in charge of the country, they live in London. In London the Queen lives in Buckingham Palace. Largest castle in Edinburgh: Edinburgh Castle, St Giles Cathedral is in Edinburgh( can be replaced with landmark of choice). |
|  | Name the capital cities for the United Kingdom. | Physical features of the four capitals **for example:**  ***Define a mountain:***  ***Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.***  The UK has some famous mountain ranges, a mountain is an area of land much higher than the land surrounding them.  ***Some well-known mountain ranges in the four countries that make up the UK include:***  ***• the Cairngorms in Scotland***  ***• the Pennines in England***  ***• the Mourne Mountains in Northern Ireland***  ***• Snowdonia in Wales***  ***The highest mountains in the UK are:***  ***• Ben Nevis in Scotland (also the highest in the UK)***  ***• Scafell Pike in England***  ***• Slieve Donard in Northern Ireland***  ***• Snowdon in Wales***  ***Need to include definition of a harbour/port/factory/farm***  ***Misconceptions: mountains and hills have the same physical features. Children mix up where mountain ranges and the highest mountains are located.*** |
|  | Match the given flags to the four countries of the United Kingdom. | The English channel is between England and France: Be able to locate English Channel, North Sea, Irish Sea, North Atlantic Ocean ***on maps and atlases of different scales.*** |
|  | Name two mountains in the United Kingdom and name the highest. | Express their own views about people, places and environment giving detailed reasons for their own likes, dislikes and preferences. |
|  |  | ***Assessment*** |

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| Year 2 Term 3 - Small area in UK compared to small area of a Non-European country | | |
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| Term 3 | Learning | Knowledge |
|  | Locate the four countries of the United Kingdom. | Africa is a continent and Zambia is in southern Africa.  Zambia has no coastline. |
|  | Name and locate the 7 continents | Zambia is warm for most of the year and has a tropical climate.  A tropical climate usually only has two seasons; wet and dry. |
|  | How many seasons does the UK have?  How many seasons does a tropical climate have? | The capital city of Zambia is Lusaka. The first language of Zambia is English but there are over 85 languages spoken. ‘bwanji’ is hello. |
|  | Name and locate the 5 oceans | Physical feature: The River Zambezi is the fourth largest river in Africa it flows over Victoria Falls, which is one of the world's biggest waterfalls. |
|  | Is Zambezi north or south of the UK? | Mugurameno is a village in Zambezi and it is on the edge of Zambezi National park. Villagers have to build grass walls or chilli fences to protect crops from the animals (elephants don’t like the smell). A National Park is a protected park. (by national government)  There are many national parks that protect different animals; elephants, hippos, giraffes, |
|  | What is the capital city of Zambia?  Name the capital cities of the UK and locate them on a map. | The village of Mugurameno is an hour, by foot, to get to a neighbouring village. The village is located right next to the River Zambezi. They have a dam to help then store rainwater when it does rain. Women wash the clothes in the river and use the river to wash themselves.  Crocodiles live in the river. |
|  | What type of climate would you find in Zambia? | Children in Zambia start school at the age of 7. Boys play football and girls Netball. 7-14 year olds has 4 classrooms, 6 teachers, desks but no electricity. Some children go to school in the morning and some go in the afternoon with 500 pupils English Maths Science & Geography. Every year they take an exam that if they pass they move to the next year. Some children at the age of 14yrs move onto the high school in the next village. |
|  | Name 1 river in the UK and Zambia | The main food is maize (corn) which is grown in the fields and made into maize flour.  Nshima is made from maize flour, it is a thick porridge and served at each meal with different ingredients added in. They grow their own vegetables; carrots and tomatoes.  Animals are kept as pets and as a food supply, eggs and meat. Goats survive really hot conditions so are a good supply for milk and meat and skins used as a material to make useful items. |
|  | What is the main dish called in area studied?  Name 3 foods grown in the area studied. | Many families live in brick houses with roofs made of tin as they offer more protection from animals such as elephants. Summer houses have roofs made of grass which lets the hot air out and keeps the family cool. |
|  | Name 2 uses for the river Zambezi in Mugurameno | Mugurameno has one shop, sugar eggs shampoo and soap. They can buy a pattern cloth for women who wear it around their waist as a baby sling called a ‘chitenge’.  People recycle, are very creative with their resources, hand down items and have little money. |
|  |  | Assessment |
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